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ABSTRACT

Designed for a minimum amount of teacher supervision, this guide consists of introductory practice and evaluative activities for teaching secondary school students about critical judgment. A sample grade ladder and calendar help students self-schedule and keep track of their grade and points. The activity unit is preceded by a teacher rationale, unit objectives, and related vocabulary terms. The activity guide provides 15 student worksheets on topics such as misinterpreting observations, understanding the language of advertising, making generalizations, understanding prejudice, making choices, considering authority and context, and making inferences. The theme throughout the unit is that students must become aware of the difference between statements of fact and statements of opinion so that they may recognize the basis upon which judgements are made. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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CRITICAL JUDGMENT

ED239982



activity guide

SA 015 263



Cedar Falls, Iowa

Document title: Critical Judgment

Author(s): Karen Acton and Judy Griffith

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Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

GENERAL NOTES TO TEACHERS

1. These activity guides have been designed for semi-independent use by students. Use of activity guides should free teachers to help individuals who need it most.
2. Each activity guide may be roughly described as a "unit" however, a teacher may wish to add, delete or modify items in the guide to fit course objectives.
3. All films and kits are available through AEA-7 (phone 277-3330). The guides have been designed for use without media, if necessary.
4. The guide consists of introductory, practice and evaluative activities.
5. We have included a sample grade ladder and calendar which we have used successfully with an activity guide. It seems to work best if all introductory and some practice activities are required to pass. Teachers will want to design grade ladders and calendars for their own classes. Students' self-scheduling, record-keeping and awareness of achievement are integral to the success of an activity guide.
6. All material needed to complete this guide is included and may be reproduced in any form.
7. These guides have been designed so that students of all abilities can be successful and challenged.
8. Finally, no class should be taught entirely from activity guides and like any other strategy, guides will work better for some students than others.

Please preview the activity guide packet and note the following elements:

I. Rationale:

This is not only for the teacher but for the students. It should be possible to use the rationale as an introductory mini-lecture (under 15 minutes). Because the activity guide is semi-independent, students must know not only what to do, but why they are doing it.

II. Unit Objectives: (to be copied by students and used for review)

Write these on the board or make a transparency.

III. Vocabulary Words:

Preview these lists. In some cases, words from specific AEA-7 media are included. They are identified so you may omit them if the media is unavailable.

IV. Activity Guide: (each student will need one)

- A. Introductory Activities are to be completed by all students, usually as a class and are usually low-level cognitive.
- B. Practice Activities are intended to reinforce the cognitive material. Usually there is some flexibility for student choice.
- C. Evaluative Activities usually require the students to synthesize and apply material mastered in the practice activities.

V. Attachments: (all may be reproduced as needed)

- A. Masters for transparencies or thermal spirit masters.
- B. Material needed for group activities.

Reproduce all material you need before handing out the activity guides since some students will work rapidly.

GRADE LADDER

Name _____

Date Due _____

Class Period _____

Keep track of your grade and points on the grade ladder below.

		C- 220	D- 110
A 425	B- 320		
A- 420			
		D+ 180	
	C+ 280		
B+ 380			
		D 140	
	C 240		
B 340			
			F

Refer to the calendar below to plan your days and set goals. Remember that activities IV and V may be done out of class!!

Monday	Tuesday	Wednesday	Thursday	Friday
		30 Midterm	1 Lecture Project Handout Review Terms	2
5	6	7	8	9
12	13	14	15	16 Senior Last Day
		7	Senior Semester Tests	

	ACTIVITY GUIDE	STUDY GUIDE	PROCESS GUIDE
1. Purposes	Reinforce and extend concepts Offer alternative processes to knowledge Offer a variety of options to demonstrate knowledge	Isolate and emphasize main concepts Direct reading and thinking processes Increase reading comprehension	Isolate and emphasize main concepts Identify key vocabulary Minimize reading difficulties Increase reading comprehension
2. Description	May serve as a comprehension check May cover several chapters May extend beyond the text	A guide to content Covers one chapter or story May key to textbook pages Not equivalent to end-of-chapter questions or workbook activities	A guide to content Covers one chapter or story A personalized study guide Keyed to textbook pages
3. Teacher Involvement	Teacher assisted, not teacher directed	May have teacher assistance	May have teacher assistance
4. Grouping	Individual and groups	Group; individual option	Individual students
5. Reading Ability Levels	Accommodates a wide range of reading ability levels	Accommodates a wide range of reading ability levels	Accommodates students reading at 2nd - 5th grade level
6. Levels of Comprehension	Literal, Interpretive, Applied	Literal, Interpretive, Applied	Literal level only
7. Response Required	Written, oral or project responses	Written and oral responses Literal - short responses Interpretative Applied 3- variety of possible responses	Written responses Minimum responses - one word or short phrases
8. Grading	Graded Activity	Not a graded activity	Not a graded activity Activities may be self-checking
9. Use	During and after reading assignment Primarily used as an extension of reading assignments Not used with every assignment	Before, during, after reading assignment Not used with every assignment	Before, during, after reading assignment Not used with every assignment

CRITICAL JUDGMENT

RATIONALE (may be used on introductory mini-lecture)

I. Define "Critical"

A. List several meanings of this word

1. Severe (a patient's condition)
2. Vital (a critical ingredient)
3. Climactic (a point in time)
4. Negative commenting

B. Correct definition for this unit

1. Careful
2. Objective
3. Thoughtful
4. Unbiased

II. Define "Judgment"

A. List people who have to make judgments

1. Umpires
2. Consumers
3. Parents
4. Endless possibilities

B. Correct definition for this unit

1. Conclusion
2. Opinion
3. Basis for belief or action

III. Form a definition of "Critical Judgment" by combining words from IB and IIB.

IV. List reading material for which "Critical Judgment" is a necessary response.

A. School

1. College and technical school brochures
2. Activity posters
3. Course descriptions
4. Etc.

B. Non-School

1. "Friendly" inserts in utility and phone bills
2. Junk mail ads
3. Campaign material
4. Etc.

V. Unit Objectives

- A. All students write unit objectives in notes
- B. Discuss objectives briefly

UNIT OBJECTIVES: Critical Judgment

The students should be able to:

1. Recognize the message (content main idea) of a piece of writing.
2. Understand the purpose of the message.
3. Recognize their reactions to the message.
4. Define and analyze the techniques which elicited their reactions.
5. Analyze the critical reading process as observation, interpretation, and making a judgment.

CRITICAL JUDGMENT TERMS

fact: A statement which can be proved true or false by objective means

opinion: A statement which cannot be proven true or false by objective means

generalization: A statement meant to hold true in a large number of cases

stereotype: A judgment based on a person's membership in a group, not his individuality

propaganda: Evidence expressed in such a way so as to influence others to form either a positive or negative opinion

infer: To guess, hypothesize, make a judgment

imply: To hint, suggest, state a judgment

simplistic either/or: A situation given only two alternatives when many other possibilities exist in reality

authority: The expertise and point of view of a person making a judgment

context: The situation on which the evidence is observed

judgment: An opinion made after observing and interpreting evidence

objective: Based on facts

subjective: Based on opinions

connotation: Judgments about the meaning of a word

denotation: The meaning of a word without judgments

ACTIVITY GUIDE: CRITICAL JUDGMENT

Introductory Activities (complete all listed)

1. Copy unit objectives.
2. Read the assigned vocabulary list so you will be prepared to note definitions when they occur.
3. Bring to class an example of a "dumb" advertisement. You may summarize or recreate a television commercial, cut out, photograph or copy a print advertisement. Be prepared to explain:
 - a. The message the advertiser intended for you to receive.
 - b. Your personal reaction to the advertiser's message.
 - c. The reasons for your reaction.

These explanations must be written, but may also be shared aloud.

4. Take notes on the lecture and transparencies on persuasive techniques (attachments 10-15)
5. View the film "Drawing Conclusions" (AEA VII, 9348, 13 minutes), attachment #1, and complete the listening/viewing guide for it. Be prepared to discuss the questions.

Practice Activities (complete any four activities)

1. Media Activities
 - a. "Communication is Power: Mass Media & Mass Communication - The Language of Advertising" (Filmstrip, Part I only, AEA VII 6562, attachment #2)
 - b. Complete the listening guide
 - c. "What's Going on Here?" (Filmstrip bits, AEA VII 6286, Parts 3,4,and 5, attachment #3)
 - d. Complete the listening guides for all three parts
2. Do the "Generalizations Activity" sheet (attachment #4)
3. Make a set of review flash cards for either persuasive techniques or the general critical judgment vocabulary. Use 3" x 5" or 4" x 6" cards, and on the front write the term, on the back write it's definition and an example. Practice at least fifteen minutes with another student. Turn in your cards with a list of terms you feel you need to practice more.

4. One of the media productions in part 1 said that the twelve most persuasive words are:

you	guarantee	health
money	easy	save
results	discovery	new
free	love	proven

In a group of three or four, write a commercial for an imaginary product and perform it for the class. Turn in your script.

5. Complete the "Stereotype Activity" (attachment #5)
6. Complete the "Either-Or" Activity" as a group of 2-4 (attachment #6)
7. Complete the "Authority-Context Activity" (attachment #7)
8. Complete the "Infer-Imply Activity" (attachment #8)
9. Complete the "Fact-Opinion Activity" (attachment #9)

Evaluation Activities (do one)

1. Compile a portfolio of examples of:
 - a. statement of fact (used as evidence)
 - b. statement of opinion (used as evidence)
 - c. generalization
 - d. stereotype
 - e. simplistic either/or situations
 - f. authority
 - g. implication

Mount and label each example. Then state the intended message. Evaluate the effectiveness of the message and technique. You may use only three advertisements as examples.

2. As a group (at least five) or a class view the filmstrip "The Death Penalty: Cruel or Just Punishment" (AEA VII 6734). Do not discuss your belief about capital punishment with anyone. Each person should keep two lists of points made in the filmstrip - one pro, one con. You may wish to share the points everyone recorded after the filmstrip is over, in order for each person to have a complete list. You still should not tell your personal opinion.

Now, individually, label the points on both your lists according to the type of technique used. Some points may be combinations of techniques or may be impossible to label from this unit list.

Write a paper in which you do three things:

1. analyze the effectiveness of pro and con data
2. interpret the presentation of the data (i.e. was the filmstrip pro, con, or neutral)
3. draw your own conclusion based on personal belief and the filmstrip
4. Turn in the paper and your notes

ATTACHMENT #1

Listening Guide

Drawing Cone, AEA VII, 9348, 13 min.

1. Write 5 things you observed about the incident:

1. _____
2. _____
3. _____
4. _____
5. _____

2. List 3 steps in drawing conclusions:

1. _____
2. _____
3. _____

3. List 3 things which can cause observations to be misinterpreted:

1. _____
2. _____
3. _____

4. Look back at your list in question 1. How many observations were correct? What kinds of interpretive errors did you make?

ATTACHMENT #2

Listening/View Guide

Communication is Power: Mass Media and Mass Persuasion
Part I: The Language of Advertising
AEA VII, 6562

1. Name two things, other than consumer products, "sold" by advertising.
2. Give an example from the filmstrip of each of the listed advertising techniques.
 - a. unique selling proposition
 - b. pleasant association
 - c. "puffery" (exaggeration)
 - d. floating comparatives
3. List two negative effects of advertising
 - a. _____
 - b. _____
4. List two positive effects of advertising
 - a. _____
 - b. _____
5. In a paragraph, discuss your beliefs and feelings about advertising:

ATTACHMENT #3

Listening Guide: "What's Going on Here?" AEA VII 6286, filmstrip/
cassettes #3,4, and 5 only.

While viewing the series respond in writing to the questions posed in the following frames. Your response may answer the question or bring up another issue to consider.

Filmstrip #3, "Semantics: The Nuts & Bolts of Persuasion"

- 20. _____
- 49. _____
- 50. _____
- 53. _____
- 61. _____
- 62. _____

Filmstrip #4, "Packaging the Message"

- 27. _____
- 28. _____

Filmstrip #5, "The Yon Factor"

- 16. _____
- 22. _____
- 24. _____
- 26. _____
- 28. _____
- 31. _____
- 33. _____

ATTACHMENT #4

Critical Judgement: Generalizations Activity

Due _____

Name _____

Definition: Statements are called generalizations because each states a concept which is meant to hold true in a very large number of individual cases.

Directions Part I: Write a generalization people involved in the following situations might make.

1. A three-year old girl taking a bath picks up a bar of soap and decides to take an experimental bite. She makes a face, spits, and then cries.
2. A family moves into a new neighborhood on Monday. Tuesday morning three people from the neighborhood come to their door, introduce themselves, and offer help.
3. A new student is talking with another student in the library before school, following a habit formed in a previous school. The librarian approaches them, frowns at them, and tells the new student to be quiet or leave the library.
4. A boy eats wild strawberries for the first time. He gets sick.
5. A man buys a new car -- a "Whirlwind 8". While driving it home from the agency, the car stalls in traffic and the man has much difficulty in getting started. After finally getting the car going, the man grabs the crank to roll down the window and the crank comes off in his hand.

Directions Part II: Generalizations may be misleading or unreliable because a good number of exceptions to the statement can be found. Such a statement can sometimes be made more reliable or acceptable by qualifying it or narrowing the group to which it refers. Use the following group of words to improve these generalizations or add words of your own.

many, most, some, few, a good many, a great many, nearly all, often, seldom, usually, frequently, generally, largely, occasionally, sometimes, rarely

1. Girls aren't interested in mathematics.
2. Cats don't attach themselves to people as dogs do.

3. Milk is good for people.
4. Police have too much power.
5. Studies in school prepare one for the work he will do.
6. Californians are strongly conservative in politics.
7. Bike-riders make good drivers of automobiles.
8. The lakes and rivers of the United States are polluted.
9. The early Puritans of New England were narrow-minded about everything.
10. Any movie rated G for General Audiences is boring.

Part III. Write two generalizations students often make about teachers and two generalizations you think teachers make about students.

1. _____

2. _____

ATTACHMENT #5

ARE THEY PREJUDICED?

The attitudes people have are reflected in how they act. They are also reflected in what they say. Prejudice is a set of attitudes about a group of people. Some of the items below reflect people's prejudices. Others do not. After each item indicate whether or not it shows prejudice. After you have finished all the items, answer the questions at the end of this worksheet.

1. "These foreigners are all poor, ignorant, and uncouth. They practice old customs, and these differences prove their inferiority." (A Swedish American Businessman).

_____ Shows Prejudice _____ Does Not Show Prejudice

2. "The most menacing group of immigrants are the Italians. They do not abide by our laws. If these criminals continue to come to our country, our government will surely be destroyed." (A Polish American Policeman).

_____ Shows Prejudice _____ Does Not Show Prejudice

3. "Many People are ignorant of European ways. Because of this ignorance, they fear influence from Europe." (An Irish American Politician).

_____ Shows Prejudice _____ Does Not Show Prejudice

4. "Because their parents are not able to speak English, many of the immigrants' children have special learning difficulties." (A German American School Principal).

_____ Shows Prejudice _____ Does Not Show Prejudice

5. "Johnny is Puerto Rican. He's really dumb. Last year he failed two classes." (A Puerto Rican Student).

_____ Shows Prejudice _____ Does Not Show Prejudice

6. "Jose is just like the rest of them. None of those Puerto Ricans will ever make it. How are we supposed to help them? After all, we can't work miracles!" (A Black School Teacher).

_____ Shows Prejudice _____ Does Not Show Prejudice

7. "The Indians can use some help. They have been treated unfairly for too many years. It's no wonder that they are faced with so many problems." (A White Lawyer).

_____ Shows Prejudice _____ Does Not Show Prejudice

8. "Some of the black people I have met are very bitter. They are suspicious of white people who treat them with friendliness. I guess that's reasonable, but it sure makes me uncomfortable." (A White Businessman).

_____ Shows Prejudice

_____ Does Not Show Prejudice

9. "The manners and habits of the Chinese are sickening to Americans. They are inferior in almost every way -- language, religion, and character. People who have worked with them have grown to dislike them even more." (A White Newspaperman).

_____ Shows Prejudice

_____ Does Not Show Prejudice

10. "The crime rate among those people is very high. The chances of trouble in their neighborhood are better than in other neighborhoods." (A Japanese American Real Estate Agent).

_____ Shows Prejudice

_____ Does Not Show Prejudice

Questions:

1. List the different groups that were the objects of prejudice in the first 10 items.
2. In what ways are the statements against these different groups similar:
3. Listed below are 5 actions. Match each action with the speaker from the first part of this activity who you think would be most likely to take that action. Be prepared to explain why you matched the speakers with the actions as you did.

Speaker

Action

- Ask for segregated schools.
- Join a group to help immigrants and minorities.
- Propose a law to stop immigration.
- Hire only people of his/her own group.
- Date a person of another race.

ATTACHMENT #6

Critical Judgment: Simplistic Either-Or Activity

There is a popular poster which says, "When life gives you lemons, make lemonade". Should you happen to detest lemonade, you are up a creek (of lemonade) if you follow this advice.

Are there other alternatives to this two-choice, either/or situation? Of course!

Throw away the lemons! Who says you have to keep them?

Leave town and let the lemons rot in your refrigerator.

Make lemon wine, lemon pie, lemon drops, lemon cookies, lemon hair rinse.....(you get the idea).

For use in "Lemon-Scented" furniture polish.

Seldom are you really stuck with just two choices - but writers can make it sound as if you must do either one thing or another.

Give other solutions to the following either/or situations:

1. The bumper sticker says, "America - Love It or Leave It!" What else can you do? _____

2. In our two-party system, you must either vote Democratic or Republican. There aren't any other options - are there? _____

3. Either you are for _____ (ERA, abortion, busing any other emotional issue) or against it. Can there be any other positions? _____

4. You're either dead or alive! Right? _____

5. Teachers often tell you that either you will work hard or you will fail. Are they right? _____

ATTACHMENT # 7

Critical Judgment: Authority and Context

Keep these definitions in mind as you answer questions in this activity.

A judgment is an opinion based on observation of evidence.

Context is the situation in which the observation is made.

Authority is the influence peoples' points of view and expertise have on their judgments.

- A. The next three questions deal with authority, context judgment. Write the correct choice.

1. Who was the writer of the account of the game which contained the most objective, factual evidence? _____

2. From what situation did this writer view the game? _____

3. Describe the situations of each of the other four writers. (See the information in the writing or following the writer's names). _____

- B. The next three questions deal with authority, context, judgment. Write the correct choice.

1. Which writer would you expect to have the most expertise about baseball? _____

2. Why might Showers, Davis, and Dennis be especially concerned about the sportsmanship issue. (Hint: read the line ups for the two teams in the Courier account "Wahawks, Tigers split pair". _____

3. Why is the point of view of Ken Sands important in deciding the case of "Who's a Bad Sport?" _____
- _____
- _____

C. The next three questions deal with authority, context judgment. Write the correct choice.

1. Write the opinion of each person with a published description of the ball game. Even the sports-writer expresses an opinion. Use the writer's own words when possible. _____
- _____
- _____

2. Write the evidence each person probably used to reach these opinions. _____
- _____
- _____

3. Based on the evidence you have read and on the interpretations you have made, write three judgments of your own which you feel are valid. (Be sure you state opinions, not facts. Saying West won one game and C. F. another is a statement of fact, not opinion).

1. _____

2. _____

3. _____

ATTACHMENT #8

Critical Evaluation: Infer and Imply Activity

Imply: to suggest, hint, state a judgment.

Infer: to guess, hypothesize, make a judgment.

In the following five selections the writer implies (suggests) that a particular judgment of a situation is valid. For each statement, write the implication made, the evidence supporting that judgment and finally a different inference that you could make based on a different interpretation of the evidence.

1. His son worries about him constantly so Mr. Jones must be a very sick man. _____

2. Kathy really rates with Mrs. Marshall because she didn't have to take her English Lit test yesterday.

3. Henry has reported to the principal's office three days in a row. Oh oh, tsk, tsk, tsk. _____

4. Boy, I loved The Empire Strikes Back; everyone should see it. _____

5. Poor, dumb Curly. Even the football team won't take him. _____

ATTACHMENT #9

I. Restate the following paragraph in a sentence of your own words:

"A reader must be able to distinguish between statements of fact and statements of opinion so that he may recognize the basis upon which a judgment is made. However, he must not fall into the trap of considering a statement of fact of greater value than a statement of opinion simply because it is provable by objective means."

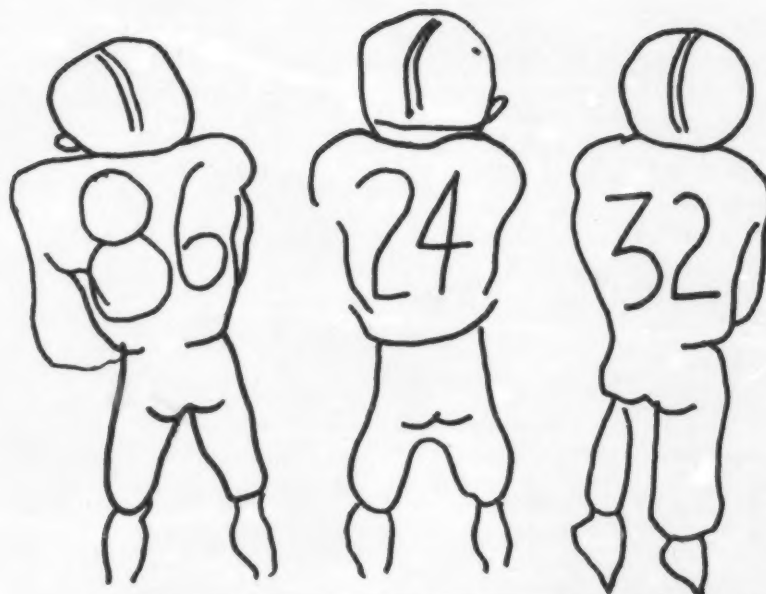
II. Number your paper from 1-25. Indicate if the statement is one of fact or opinion by writing F or O. If the statement is an opinion, write the word or words which make this an opinion.

1. The moon is made of green cheese.
2. Robert Redford is an extremely good actor.
3. There will be no Christmas vacation this year.
4. A ten-day Christmas vacation has been scheduled this year.
5. A good reader is a critical reader.
6. With practice, a person can read two million words per minute.
7. Joe read two million words per minute in the last timed reading.
8. The 1948 Ford wouldn't start this morning.
9. The 1948 Ford probably won't start tomorrow.
10. Vegetarians are peaceful people.
11. Dennis Weaver is a vegetarian.
12. There is evidence that smoking is hazardous to health.
13. People who smoke would be better off if they kicked the habit.
14. In the first quarter of 1980 the inflation rate was near eighteen per cent.
15. Inflation is our country's greatest enemy.
16. Football is a dumb sport.

17. Football season will begin in August.
18. Geraldine's car got 50 miles per gallon on her last trip.
19. California is a long way from here.
20. According to a 1979 Scott-Foresman dictionary a camel is a flying, feathered creature.
21. July is a hot month.
22. Iowa's farmers grew a lot of corn last year.
23. Every body cell is replaced each twenty-four hours.
24. Last Fourth of July every car in America headed for the highways.
25. On the last Presidential election day, every American spent the night glued to the tube watching the returns.

- | | |
|-----------------------|------------------|
| 1. F | 13. O (would be) |
| 2. O (extremely good) | 14. F |
| 3. O (will) | 15. O (greatest) |
| 4. F | 16. O (dumb) |
| 5. O (good, critical) | 17. O (will) |
| 6. O (can) | 18. F |
| 7. F | 19. O (long) |
| 8. F | 20. F |
| 9. O (probably) | 21. O (hot) |
| 10. O (peaceful) | 22. O (a lot) |
| 11. F | 23. F |
| 12. F | 24. F |
| | 25. F |

NOTE: Statements concerning future events are opinions, regardless of how certain the future seems.



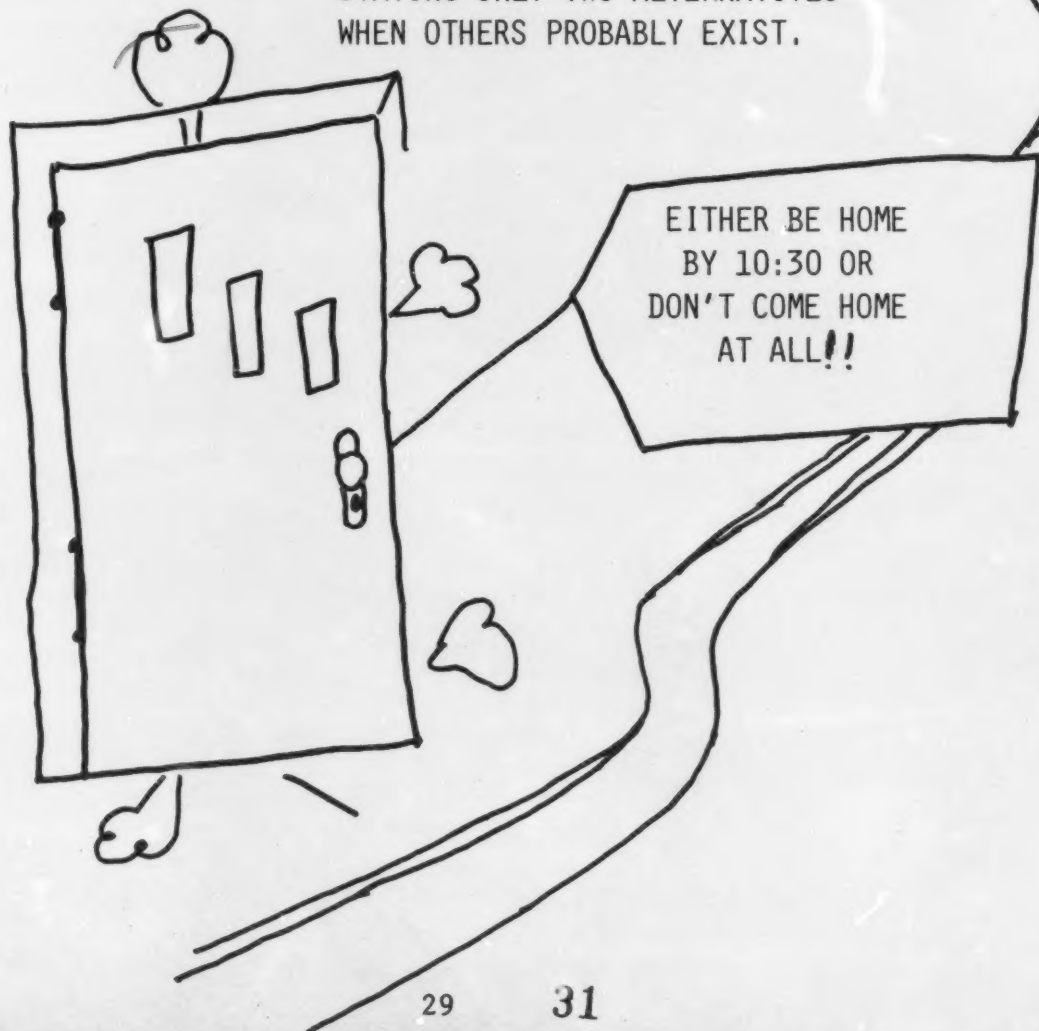
"ARE THOSE REALLY THEIR I.Q.'S?"

MAKING A JUDGMENT ABOUT PEOPLE BASED
ON THEIR MEMBERSHIP IN A GROUP IS A

STEREOTYPE.

SIMPLISTIC EITHER-OR SITUATION

STATING ONLY TWO ALTERNATIVES
WHEN OTHERS PROBABLY EXIST.



CONTEXT



THE SITUATION IN WHICH THE
EVIDENCE IS OBSERVED



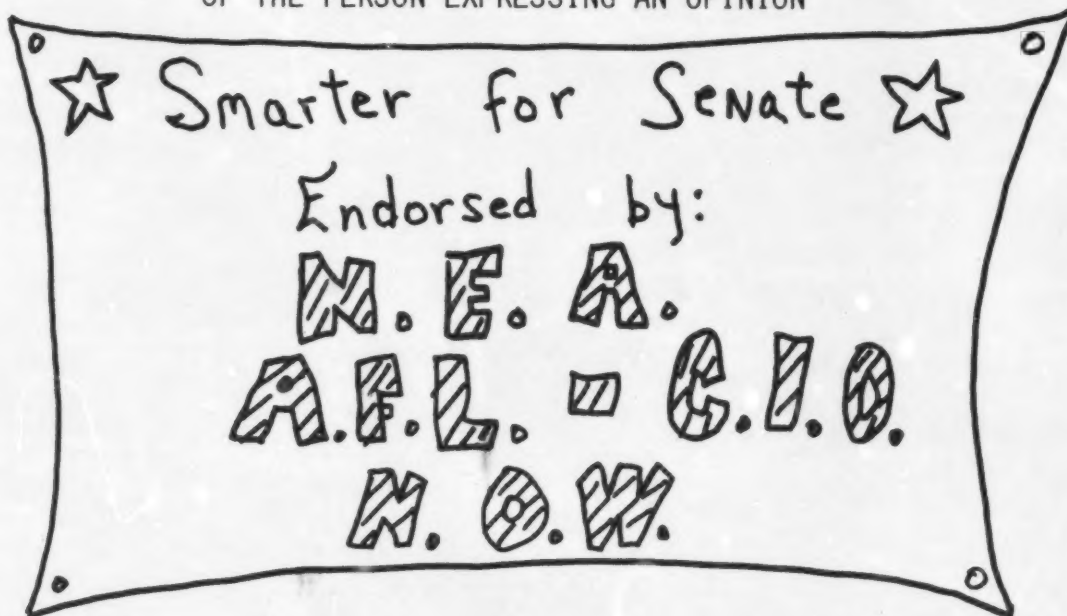
CONSIDER THE AUTHORITY



NOZO SAYS:

VOTE FOR
Smarter
He's a jolly sort.

THE POINT OF VIEW AND EXPERTISE
OF THE PERSON EXPRESSING AN OPINION



ATTACHMENT #14

A GENERALIZATION IS A STATEMENT MEANT
TO APPLY TO MANY DIFFERENT
SITUATIONS



Cats are SLEAK.

SMASH!

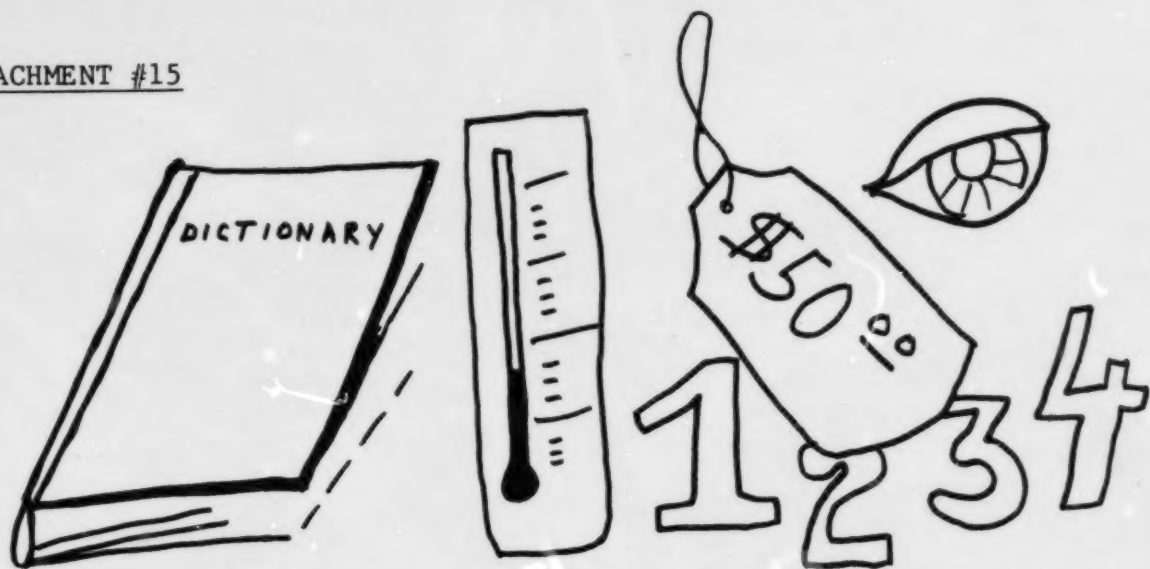


CLUNK!



CRASH!

CLUNK, CLINK.



STATEMENTS OF FACT CAN BE PROVEN
TRUE OR FALSE BY OBJECTIVE MEANS .



STATEMENTS OF OPINION CANNOT BE
PROVED; THEY MAY BE SUPPORTED BY
EVIDENCE.